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## ABSTRACT

At the University of Minnesota, Duluth, 35 students in the Department of Home Economics completed internships from 1979-82. Each internship was at least 10 weeks in length, and each student worked from 90-150 hours on the job. Prior to starting the internship, the students completed a statement of their own goals and objectives for their internship. The interns were placed with businesses or companies, and they worked toward their objectives within the confines of company policy. Students were left alone in their internships, but reported to the university supervisor about once a week to discuss their progress. Monthly meetings of all interns were also held so they could share experiences and possible problems. Each intern was visited by a college supervisor at least once in the work setting. Students turned in a post-internship questionnaire, a journal which identified their day-by-day activities, and a paper on their perceived success in accomplishing goals. Intern supervisors also submitted evaluations of student performance. Results of the program are outlined, and a list of stated intern objectives is appended. (JD)

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SELF-DIRECTED LEARNINGS THROUGH INTERNSHIPS

paper presented

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June Kreutzkamp

## SELF-DIRECTED LEARNINGS THROUGH INTERNSHIPS

Student internships have been in existence for many years. Some notable programs come from medicine and education. Public school teachers must have student teaching experiences before being certified. Training internships have been loosely patterned after these traditional programs, but with far less structure. The training internship can be fashioned in as many ways as there are businesses or agencies. In some, students could be like a "shadow", and simply follow the supervisor around at first observing everything, and then gradually moving from smaller to larger responsibility. In others, students could be given responsibility on the first day. In other internships, students may never be given "real" responsibility. In each variety, there are advantages and disadvantages to both the student and the training company.

Internships are very important since they give "on the job" training to students who need it desperately for "experience". An immediate advantage to the company is that the company gets inexpensive (or free) and eager help, and that help is not entirely "green". A training project that is "old hat" to an employee or trainer is a brand-new, exciting challenge for a student intern. As trainers, businesses also get to "look over" an employee's work before they actually hire them. If the work is good, you can hire that person. If the work is poor or only average, there are no obligations for either the company or the intern.

Having an intern can tend to keep the company "on its toes". No one wants their business or agency to look "bad" and so everyone tends to "spruce up" the place when students come in. ( And then there is the always present "visit from the college supervisor" to keep one on the "up" ) The intern also asks a lot of "How?" and "Why?" questions that make the staff think again about their own purposes and their abilities.

Students need experiences in internships that enable them to develop some concrete projects, i.e., some portfolio materials that can be used as reference for a future job. If the goal of the "on the job training" is to open a door for future employment, the student needs to do some "professional" work, not just errand work.

Students can be the BIG winners in internships. From being just a name on a resume, the student can become a top contender for a job just because of the internship experience. The internship also can create a sense of direction and worth in the student. It is sometimes scary to leave the familiar University setting and suddenly be in the business world full time. The internship can help to make the transition less of a shock. The student will already have worked in a company office, had lunch with employees and met other professionals.

For the student, there can be a disadvantage or two. The internship can be a bit more expensive since transportation, wardrobe, and lunches are higher than on campus. It can also take more time. Those hours earned " on the job" can be the most labor-intensive ever.

From the intern's point of view, success is measured by the usefulness of the experience. Ideally, the intern gains information about the training profession, the company and themselves. For some of the students, the experience leads directly to a position with the company or agency. For others, the experience has helped them clarify their goals. They know that what they have chosen is or is not what they want to continue to do. For almost all, the internship is the "change" point of their lives.

At the University of Minnesota, Duluth, thirty-five students in the Department of Home Economics completed internships from 1979-82. Each internship was at least 10 weeks in length and each student worked from 90-150 hours "on the job". Students were required to take the internship for at least 3 quarter credits, but could elect to take as many as 12 credits (in one or several internships). The educational goals of the course were:

1. Understand the tasks, skills needed and responsibilities associated with the internship position.
2. Understand the relationship between academic preparation and practical experience on the job.
3. Develop and implement problem-solving skills associated with the job-related tasks.
4. Increase ability to communicate both verbally and in writing in a business setting.

5. Develop ability to use available resources in job-related activities.
6. Realize the range of employment possibilities in the selected area of employment.

Prior to starting the internship, the students completed a statement of their own goals and objectives for their own internship. The Department of Home Economics deliberately has left the internship goals flexible, so students could work out their own objectives within the confines of the company policy. This philosophy agrees with that of Zemke (1982) "that the key to our successfully accepting responsibility for our own learning (say the researchers) is our ability to develop a self-directed learning style". Students were pretty much left alone in their internships, but they were to report to the University supervisor about once a week to indicate their progress in the internship. In addition, monthly meetings of all interns out "in the field" were held to share experiences, possible problems, etc. Each intern was visited by a college supervisor at least once "in the setting". At the end of the quarter, students were required to turn in a post-internship questionnaire of 15 items, a journal which identified their day-by-day activities, and a short paper which identified whether or not they had

accomplished their original goals. In addition, they were to indicate whether or not they accomplished other things which they did not anticipate. Twenty-eight supervisors also turned in a post-internship instrument evaluation of seven items. These items focused on how the supervisors felt about the experience of being a supervisor of interns, and suggestions they might have to help improve the internship experience. They did also rate the student interns on such items as reliability, cooperativeness, etc. To complete their internship, students were required to have an "Exit Interview" with the person at the University in charge of internships. Results from these instruments are reported in numbers on Table I and Table II.

Some basic results were:

1. Two-thirds of the students strongly agreed that their original goals were met.
2. of the 292 original personal goals, only 18 were not partially or completely fulfilled.( 94%)
3. Eighty-four percent (84%) strongly agreed that the internship gave them direction about what they wanted to do in the future.
4. Fifty percent (50%) strongly agreed that the internship increased their job possibilities.
5. Seventy-four percent (74%) found the internship to be a valuable experience. Several students said their internship was the "turning point"

of their lives and "the most important learning I ever had in college".

6. Forty-seven percent (47%) felt the supervisor had taught them a great deal.
7. Sixty-two percent (62%) of the interns felt that their internship supervisor encouraged them to take responsibility and initiative in the internship.
8. All students indicated that the internship experience should continue to be an integral part of the home economics curriculum.
9. Seventy-five percent (75%) of the supervisors of interns reported it to be a good experience for them.
10. Eighty-two percent (82%) of the supervisors felt the interns met their expectations for the quality of work produced.
11. Only one (3.5%) of the reporting supervisors indicated that the organization did NOT benefit from the experience with the intern.
12. Almost all of the supervisors gave some written means of improving the internship experience (i.e., add more structure, have interns prepared to explore the whole aspect of the job, etc.)
13. To the question, "Are there some special qualifications you would expect an intern to have to work in your organization?", an

overriding emphasis was placed on the "interest and willingness to work with people" and " a high level of self-direction".

Some qualitative remarks from students about the internship experience:

"Experience A-#1"

"One of the most valuable experiences I've had"

"I feel the internship experience was worth while but I had many frustrations, especially with a supervisor who was difficult for me to get along with"

"I feel good about it. I wish \_\_\_\_ could take more students"

"All in all--a good experience"

"I should have arranged my hours in a more "continuous" or condensed fashion. I did try to do too much"

"I felt I wasn't needed" He was a super supervisor, but he isn't as organized with his promotion"

"I felt she didn't want me to know how much profit she makes. It's as if I know too much now."

"It was hard to put my all into the internship. My other courses suffered too much, because there aren't enough hours in the day".

"It was great for me"

Comments from supervisors:

"D was a joy to supervise. She accepted responsibility maturely and effectively using her knowledge, creativity and enthusiasm."

"She reached her goals, you can count on her to do a job well---and as the quarter progressed, I could see her confidence growing"

"N was generally outstanding"

"J was an outstanding intern. We were pleased to have her."

"She has grown in the ability to look ahead and plan"

"C--a great person--terrific addition to our program"

"It was great for all of us. Thank you"

"J has lots of talent-but she must assert herself or try to communicate better"

"She will do well with more experience"

"She should have a good future. She was very good, conscientious, picked up instructions easily and completed projects satisfactorily."

"We asked J to be employed--need we say more?"

"We'd like very much to have another intern. They make positive contributions to us and the children"

"She surpassed all our expectations "

"I'm impressed with the professionalism and attitude".

"I'm glad to have more personal contact with the University. We all are essential to each other."

#### REFERENCES

Fey, Carol, "Training Internships: A Bargain for Everyone", Training/HRD, April, 1982, p. 35-38.

Zemke, Ron. "Self-Directed Learning: A Must Skill in the Information Age", Training/HRD, August, 1982, p. 28-30.

Table 1  
Intern Reaction to Experience

|                              | SD | MD | SD | SA | MA | SA | MSA | Total |
|------------------------------|----|----|----|----|----|----|-----|-------|
| N=35                         | 1  | 2  | 3  | 4  | 5  | 6  | 7   |       |
| Personal Goals Met           |    |    |    | 2  | 8  | 16 | 5   | 31    |
| Academic Training Adequate   |    |    | 1  | 4  | 12 | 12 | 4   | 33    |
| Direction for future         |    |    |    | 2  | 3  | 19 | 10  | 34    |
| Encouraged to stay in field  |    | 1  | 3  | 3  | 6  | 13 | 7   | 33    |
| Increased job possibilities  |    |    |    | 8  | 10 | 11 | 6   | 35    |
| Employer helpful             |    |    |    | 4  | 7  | 7  | 15  | 33    |
| Employer taught me           |    |    |    | 4  | 13 | 6  | 10  | 33    |
| Employer gave responsibility |    | 1  | 1  | 3  | 8  | 10 | 12  | 35    |
| Recommend Employer           |    | 2  | 1  | 4  | 3  | 10 | 14  | 34    |
| Recommend Agency             |    | 2  | 1  | 5  | 4  | 9  | 13  | 34    |
| "U" supervisor-good advice   |    |    | 1  | 2  | 5  | 13 | 11  | 32    |
| Internship Valuable          |    |    |    | 3  | 6  | 9  | 17  | 35    |

*J. Kreutzkampff*

TABLE II

Intern Rating by Supervisor

|                                           | Poor | Below<br>Avg. | Average | Above<br>Avg. | Outstandi | Total |
|-------------------------------------------|------|---------------|---------|---------------|-----------|-------|
| Characteristics                           | 1    | 2             | 3       | 4             | 5         | N=28  |
| Cooperativeness                           |      |               | 2       | 9             | 17        | 28    |
| Reliability                               |      |               | 6       | 11            | 11        | 28    |
| Leadership                                | 1    | 1             | 5       | 14            | 5         | 26    |
| Creativity                                |      |               | 4       | 12            | 10        | 26    |
| Industry                                  |      |               | 4       | 11            | 12        | 27    |
| Responsibility                            |      | 1             | 3       | 12            | 12        | 27    |
| Knowledge of Field                        |      |               | 6       | 18            | 3         | 27    |
| Ability to express<br>ideas      Speaking | 1    |               | 4       | 12            | 10        | 27    |
| Writing                                   |      |               | 3       | 9             | 6         | 18    |
| Interest/Enthusiasm                       |      | 1             | 1       | 9             | 17        | 28    |

Appendix A: List of Student Objectives (N=35)

- \* 1. To understand what is involved in handling consumer complaints.
- \* 2. To understand how a consumer service agency works.
- \* 3. To function as an important part of a consumer services operation.
- \* 4. To become familiar with the way a furniture store operates from a business standpoint.
- \* 5. To learn interior design aspect of ---- furniture.
- \* 6. To learn brands and qualities of furniture. (some)
- \* 7. To gain practical experience in selecting furniture and (to see and evaluate the results). no
- \* 8. To experience working with customers to fill their needs.
- \* 9. To become comfortable working outside the classroom.
- \*10. To gain insight on a possible career.
- \*11. To learn quantity food management procedures and control.
- \*12. To learn, experience and understand food management, menu planning, purchasing, inventory, costs, control, storage and sanitation, personnel management, hiring employees, job specifications, scheduling, business management, accounting and records.
- \*13. To participate in as many activities with children as possible.
- 14. To prepare lesson plans and present them.
- \*15. To learn about paper work involved (files, applications, reports).
- \*16. To improve my skills in working with children.
- \*17. To improve my skills in working with the handicapped.
- \*18. To learn specific positive techniques involved in working with the clientel(sic).
- \*19. To be able to recognize a variety of woods and textile materials.
- \*20. To be able to understand the different processes involved in the buying and selling of home furnishings.

\* = student accomplished objective as indicated

- \*21. To be able to recognize specific furniture designers and furniture styles.
- \*22. To be self confident enough to work with clients.
- \*23. To determine whether or not interior design is what I would like to do in the future.
- \*24. To be able to find my way around the store.
- \*25. To learn function and purpose of Minnesota Consumer Services.
- \*26. To become more familiar with agencies available for consumer's use.
- \*27. To learn the appropriate channels to contact when following through on a consumer complaint.
- \*28. To participate in some investigation to help mediate consumer complaints.
- \*29. To research various consumer issues.
- \*30. To become more aware of consumer rights.
- \*31. To demonstrate proper cooking techniques in microwave cooking.
- \*32. To evaluate the advantages and disadvantages and compare the alternatives of a microwave.
- \*33. To become familiar with organizational techniques.
- \*34. To enhance demonstrating techniques.
- \*35. To improve skills in working with people
- \*36. To become familiar with the Extension agency.
- \*37. To establish professional relationships.
- \*38. To become familiar with working on a professional level.
- \*39. To learn more practical knowledge about energy in the home.
- \*40. To learn more about housing for low income and elderly people.
- \*41. To gain a better perspective into what the job of an interior decorator consists of through the practical experience gained through the internship.
- \*42. To develop further my knowledge of the elements involved in interior design.

- \*43. To apply my skills to a working situation.
- \*44. To develop a professional presentation and learn techniques of decorative selling. (helped)
- \*45. To meet the challenge of solving decorating problems in real life situations.
- \*46. To learn the services and resources available through the Extension office.
- \*47. Becoming more aware of how the entire system of County Extension works.
- \*48. Become exposed to other home economists and some of the Homemaker groups in the area.
- \*49. To assist the people who are involved in the EFNEP program. (not individually, but by records)
- \*50. To answer any questions or help research questions that people may have.
- \*51. To help with the development of articles written for news articles or newsletters.
- \*52. Know the duties of a home economist employed in a fabric store.
- \*53. Learn how to measure and cut different types of fabrics.
- \*54. Assist customers with their sewing problems.
- \*55. Attend demonstrations and learn how to give them.
- \*56. Go with home economist to various school programs and learn how to give them.
- \*57. Learn how to calculate the yardage and costs of special order draperies.
- \*58. Become familiar with today's current fabrics.
- \*59. Learn how to set up a display.
- \*60. Learn how to plan and carry out fashion shows.
- \*61. Learn how to give sewing classes.
- \*62. Increase my work experience in the foods area.
- \*63. Learn, in detail, what goes on in a foods research and development office.
- \*64. Get "hands on" experience in laboratory procedures.

- \*65. Assist supervisor in preparing and presenting activities to children.
- \*66. Plan and prepare the week of activities
- \*67. Develop supervisory skills by designating tasks to individuals and making sure they follow through on tasks
- \*68. To communicate effectively with the elderly on a one-to-one basis.
- \*69. To participate in setting up appropriate activities for the elderly.
- \*70. To share a resident's life.
- \*71. To let a resident get to know me.
- \*72. To get to know and understand each resident as an individual unique person.
- \*73. When appropriate, to share this understanding with staff so all may better share each person.
- \*74. To realize the full potential and importance in each resident and each staff member.
- \*75. Become familiar with the business of kitchen design.
- \*76. Get practice in the drawing of a real kitchen.
- \*77. Get experience in the sales department.
- \*78. Become familiar with the procedure of a sale of a kitchen from drawing to ordering.
- \*79. To learn working with people in a management setting.
- \*80. To develop a sense of confidence while working in my chosen field.
- \*81. To be able to learn the tricks of the trade not found in college textbooks.
- \*82. To become familiar with the organization and administration of the UMD child care center.
- \*83. To assess physical space for more effectiveness and efficient use of materials.
- \*84. To assess the curriculum and materials on hand to enrich functioning.
- \*85. To openly communicate with parents, children, students, staff and administration.
- \*86. To organize an operational handbook.
- \*87. To work cooperatively with parents, students, community, staff, and legislative personnel in implementation of

87. cont.

Early Child programs which are conducive to the physical, social, emotional and cognitive growth of all individuals concerned with children.

88. To gain initiative and resourcefulness to promote the inherent rights of all, education rights, and well being of all children.
- \*89. To bring into active cooperation all individuals and groups concerned with children.
- \*90. To inform the public of needs of children and ways in which various programs must be adjusted to fit those needs and rights.
- \*91. To work on the display to improve its effectiveness.
- \*92. To perhaps develop my own display--window treatments, earth sheltered home or landscaping.
- \*93. To learn more practical knowledge about energy.
- \*94. To develop my skills of research and apply to practical situations.
- \*95. To participate on mobile home insulation- projection.
- \*96. To become involved and familiar with different aspects and duties involved in the Food Service area on campus.
- \*97. To work on such topics as menu planning, catering and preparation.
98. To get experience in as many roles as possible.
99. To develop skills in applying learned knowledge.
100. To develop problem solving skills and skills in working with unexpected situations.
101. To develop skills in using the resources they provide to participants.
- \*102. Learn about the use of equipment necessary to food research.
- \*103. Learn techniques in developing food products; analytical tests, research, sample preparations, food photography, etc.
- \*104. To obtain more knowledge about product ingredients, their uses and abuses.
- \*105. To work with consumers- taste panels to complaints.
- \*106. Acquire experience working with labeling, governmental specifications, voluntary compliance.
- \*107. To determine future desire to pursue work in the area.

- \*108. Write newspaper article.
- \*109. To give presentation or demonstration to a group of people
- \*110. To learn to answer telephones in Extension office and the type of question that are asked.
- 111 Attend recognition tea for homemaking Day yearly kick-off.
- \*112. Attend and observe the UMD demonstration techniques class presentation.
- \*113. Attend the fall educational tour.
- \*114. Attend and possibly participate in a Leader Training meeting.
- \*115. Attend EFNEP staff meeting.
- 116. Attend and participate in a new Homemaker's Club meeting.
- \*117. To become familiar with home economics information/subject file.
- \*118. Attend holly festival and aid with it.
- 119. Attend the Fall Sew In.
- \*120. Participate in the 4-H Orientation at Northwood.
- \*121. To participate in radio, TV program during national 4-H week.
- \*122. Attend area Jr. Leader retreat in Grand Rapids as a chaperone.
- 123. Help out with the open house at Proctor Fairgrounds with 4-H records, books distributed.
- \*124. Help write and put together "Nov. 4-H Newsletter".
- \*125. To attend the new "Organizational Leader's Handbook meeting to be given by State Extension Staff.
- \*126. To become familiar with 4-H events file and 4-H events I am unfamiliar with.
- \*127. Learn more about special programs Extension office directs and have these programs education people (EFNEP, HMKR. Clubs).
- \*128 Learn similarities and differences between adult and youth groups.
- \*129. Gain experience in areas of Home Economics, human relations, community and working in a professional setting.
- \*130. To learn about the variety of activities the Extension Home Economist participates in and performs.
- \*131. To become more acquainted with the operations of various departments of Minnesota Power.

- \*132. Learn role and responsibility of the Home Economist.
- \*133. To understand what is done, How and Why?
- \*134. To become more confident and aware of my own abilities.
- \*135. Develop ability to work with a variety of people in a business environment.
- \*136. To increase my knowledge of a business agency and how it functions.
- \*137. To increase my ability to communicate verbally and in writing in a business environment.
- \*138. To offer as much of what I already know to the agency (and have learned throughout my education).
- \*139. To become a more confident and competent individual--do it by being more aware of a business environment and what it involves.
- \*140. Experience what is involved in Catering.
- \*141. To watch and help assist in the ordering of food.
- \*142. Know and understand how to write out a weekly menu.
- \*143. To assist in the process of food preparation.
- \*144. To totally understand all the tasks and duties involved in producing quantity foods and to understand it as a working organization.
- \*145. To do tailoring and alterations.
- \*146. To gain work experience in an area related to clothing and textiles.
- \*147. To learn techniques of tailoring and altering, in a retail store setting.
- \*148. To observe this kind of work setting and decide if this is what I want in a career.
- \*149. To see how a professional tailor operates a business.
- \*150. To get acquainted a little better with the city and its businesses.
- \*151. To explore available employment opportunities.
- \*152. To further understand the responsibilities and goals of the Public Health Service Nutrition area.
- 153. To become more familiar with the various levels and specialized areas in Public Health Nutrition.

154. To apply my knowledge and learn through experience by working in various projects, dealing with public health nutrition.
- \*155. To experience this type of work, understand employment possibilities and specific training needed.
156. Observe client "Counselor" techniques.
157. Help compose a request for a government grant for a consumer education service to be made available to elementary-secondary schools and to civic and private organizations.
- \*158. Research materials to be used for this educational program.
159. Research financial aid sources.
- \*160. To acquaint myself with the overall spectrum of financial counseling as seen by the social welfare system.
- \*161. To understand the tasks and responsibilities associated with an employment position.
- \*162. To understand the range of employment possibilities in food and nutrition area.
- \*163. To understand the relationship between academic and practical experience.
- \*164. To be introduced to procedures for food purchasing, inventory controls, meal planning.
- \*165. To be familiarized with food service operations, various positions and job responsibilities.
- \*166. To develop ability to use available resources for job-related activities and tasks.
- \*167. To develop public speaking skills associated with job-related tasks.
- \*168. To increase ability to communicate verbally in a business setting.
- \*169. To gain more confidence in my abilities.
- \*170. To understand the range of employment possibilities at Betty Crocker/General Mills.
- \*171. To understand the tasks, responsibilities and skills associated with being a home economist at Betty Crocker.
172. To understand the relationship between my academic background and practical experience on the job.
- \*173. To possibly obtain employment at Betty Crocker after an internship.
- \*174. To find out what type of career I would be interested in.

- \*175. To utilize the knowledge which I have acquired as a home economics major especially in the area of foods and nutrition.
- \*176. Areas I hope to explore are recipe research and development, aspects of marketing (no) and financial working of the individual business and public contact.
- \*177. To obtain a broad overview of the position and its responsibility by observation and participation (Co. Ext.)
- \*178. To work with various population groups.
- \*179. To develop and implement at least one project with each of the various population groups.
- \*180. To understand and utilize the role that home economics plays in business and community by observing and participating.
- \*181. To understand variables involved in working with the community.
- \*182. To use present knowledge and gain new knowledge in the areas of lighting, energy and microwave cookery.
- \*183. Gain knowledge which will help me see how home economists can fit into businesses, so that I can use this information to locate possible jobs.
- \*184. To develop a pamphlet telling things about the center.
- \*185. To develop a parent education program that the parents and users of the Center will be happy with.
- \*186. To develop the ability to use available resources in planning the program.
- \*187. To set up a book lending library for parents at the Center.
- \*188. To find out requirements for opening an Infant-Toddler Center.
- \*189. To learn to share ideas and be open to ideas from many other areas.
- \*190. To become acquainted with different parenting programs.
- \*191. To increase my ability to communicate verbally and in writing.
- \*192. Experience working with a trained person in the Home economics field.
- \*193. To become more comfortable working in front of people.
- \*194. To familiarize myself with exactly what home economics personnel can do for a utility company.

- \*195. To understand the difficulties a female faces in a nearly all male profession.
- \*196. To develop a variety of techniques in alterations.
- \*197. To be able to adjust to various types of high powered sewing machines.
- \*198. To learn proper techniques when using professional pressing equipment.
- \*199. To perform accurately under pressure.
- \*200. To work efficiently while being observed.
- \*201. To hand sew securely and efficiently.
- \*202. To work quickly while being accurate.
- \*203. To learn various business techniques.
- \*204. To learn and understand the responsibility of running a small business.
- 205. To learn the technique of sales of a retail business to the customer.
- \*206. To acquire knowledge of the fashion market and reasons why styles , lines and number of garments were chosen over others.
- \*207. To learn about inventories.
- \*208. To learn about how to set up displays.
- \*209. To learn about sales and clearances or special sale items and the reasons they were chosen, the cost differences and losses , if any.
- \*210. To learn what, where and where new items and more inventory should be brought onto the showroom floor.
- \*211. To see how much personality goes into the styles chosen for the store.
- \*212. To learn about the way sales are conducted, the way the manner of the general appearance of the store is set up, and the advertising the store puts out.
- \*213. To learn the advertising possibilities and procedures.
- \*214. To learn the job of director of a child care center through observation as well as "hands on" experience.
- \*215. To become proficient in performing the duties of a director who is actually a manager of all the affairs of the Center.

- \*216. To develop an operational handbook or manual that could be put to use by a potential director.
- \*217. To become more familiar with an interior designer's job.
- \*218. To become familiar with furniture styles, brand name lines and construction.
- \*219. To learn how to measure for carpet, draperies and wallpaper.
- \*220. To learn about client relationships in this particular business.
- \*221. To become more familiar with the interior design and furniture business overall selling viewpoint.
- \*222. To become more assertive in suggesting a particular interior combination which would involve feeling comfortable with my personal decisions.
- \*223. To broaden my perspective on colors, designs and combinations of all the elements of design into a unified interior.
- \*224. To become better at perspective drawing.
- \*225. To understand the skills required to work in a housing authority position.
- \*226. To identify some of the social, physical and psychological needs of individuals that are seeking proper housing.
- \*227. To become familiar with the process of finding housing for individuals.
- \*228. To understand the building inspection process.
- \*229. To increase ability to communicate with the elderly.
- \*230. To learn some of the duties involved with a community planner.
- \*231. To gain some insight as to how the whole governmental process works together.
- \*232. To learn new things, they don't necessarily have to be related just to housing.
- \*233. To become involved with the process that goes on down at the Duluth Planning Department.
- \*234. To understand the preparation of stage costumes for stage presentations.
- \*235. To understand the coordination of costumes with the other elements of stage performances preparation.
- \*236. To learn how costumes are planned overall for a specific performance.
- \*237. To understand how each character's costumes are determined and organized for each scene.

238. To understand the orderly storage of costumes for future use.
- \*239. To identify various housing programs that are available to people and some of the basic eligibility requirements for each program.
- \*240. To learn techniques for designing kitchens in the business setting.
- \*241. To develop and experience problem solving skills in working with specific kitchen jobs.
- \*242. To learn what types of things happen in a kitchen planning business--how to sell, what to know about specific materials and styles, how to approach and deal with customers.
- \*243. Working through entire process of designing a kitchen.
- \*244. To use internship as a trial period and to see if it's the type of job I would want for a career.
- \*245. To develop more "professional" personal characteristics through the internship period.
246. To become familiar with the administrative aspects of a preschool program.
- \*247. To obtain experience and ability in interactions with the children by taking part in the daily operations (activities) of the program.
- \*248. Increase my understanding of children, including their growth and development as a whole, as well as in individual differences that occur.
- \*249. To become aware of various community programs that provide a learning experience and/or education in areas of family life.
- \*250. To become aware of and learn different teaching techniques and learning styles for preschool children.
- \*251. To become aware of and learn different teaching techniques or learning styles to assist parents in their individual development and in their children's development.
- \*252. To develop skills in setting up a class.
- \*253. To work on communication skills for better personal and professional adjustment.
- \*254. To develop skills in facilitating a group.
- \*255. To get the general training of an employee of a speciality store.
- \*256. To get acquainted with the new fashions for spring and summer.

- \*257. To learn some of the guidelines which a buyer must follow when selecting merchandise for a specialty store.
- \*258. To observe a buying market. (turning point of life)
- 260. To participate in arranging a window or store display.
- \*261. To learn what goes on "behind the scenes" in a specialty store.
- \*262. To gain self confidence through working with the Cimarron employees.
- \*263. To have some idea whether I want to go into the fashion business when I graduate.
- \*264. I would like to be introduced to and work with such aspects as fabric selection:
- 265. Selling and working with customers that enter the store.
- \*266. Selling and working with customers in the field (homes).
- 267. The correct measuring method.
- \*268. The bookkeeping procedures.
- \*269. The upholstery aspect (upholstery methods).
- 270. Carpeting, underlay, carpet laying, and hard surface floor coverings.
- \*271. To learn more about merchandising textiles:
  - a. at the small independent store, retail level
  - b. sales advertising and display techniques
  - c. sales representatives from manufactures
- \*272. Work alongside the owner of the fabric shop to learn from experience the general knowledge and methods of small independent store retail business.
- \*273. Make model garments and study the effect the display of them has on the sale of fabrics and patterns.
- \*274. To observe the fabric buying/selling process at the small independent retail store level.
- \*275. To research fabric salesman and representatives of fabric manufacturers to understand the nature of their work.
- \*276. To begin to apply design principles from previous course work to practical experience.
- \*277. To understand the responsibilities of an interior designer in a large retail store.

- \*278. To observe techniques used by the designer for coordinating home furnishings.
- \*279. To observe differences in dealing with in-store customers versus meeting them at their homes.
- \*280. To help provide a nurturing environment in which each child is provided individual attention.
- \*281. To provide a positive role model.
- \*282. To assist the program in fostering intellectual growth and stimulation.
- \*283. To help in providing the children with personal growth and happiness.
- 284. To help encourage spiritual growth and attitudes of awareness and of respect for other people.
- \*285. To help in disciplinary problems.
- \*286. To encourage positive self-images within children.
- \*287. To assist in providing constructive and healthy activities.
- \*288. To help in organizing the "Teen Task force"
- \*289. To facilitate the teen task force.
- 290 To conduct the weekly teen task force meetings.
- 291. To decide whether or not a teen group would be useful in Duluth.
- \*292. To be able to handle myself in an emergency.